



# Annual Report

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2016





# School Context

## Our Vision

Learn. Care. Achieve.

- We **learn** as a community of learners
- We **care** for ourselves, each other and the wider community
- We **achieve** beyond what we believe possible
- We do all this to give glory to God and to serve the world in love

## Details

<b>School type:</b>	Non-government
<b>Range:</b>	Years Prep-12
<b>Location:</b>	Metropolitan
<b>Enrolment:</b>	355
<b>Gender:</b>	Male 190 Female 165
<b>Teaching staff:</b>	34 [30.7 FTE]
<b>Total operational staff:</b>	12 (9.1 FTE)
<b>Indigenous students:</b>	1%

# NAPLAN

## Testing Report 2016

Each year, students in years 3, 5, 7 and 9 are required to sit NAPLAN tests. Lakeside College encourages all students in years 3 and 5 to participate, including those in receipt of Government funding for learning disabilities and those with English as an Additional Language background.

NAPLAN testing is but one measure the school uses to assess student learning and progress.

The table below shows the percentage of students at or above the national benchmarks in NAPLAN 2016.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	93%	100%	91%	87%	95%
Year 5	100%	100%	96%	96%	100%
Year 7	97%	89%	100%	92%	100%
Year 9	100%	65%	92%	95%	100%

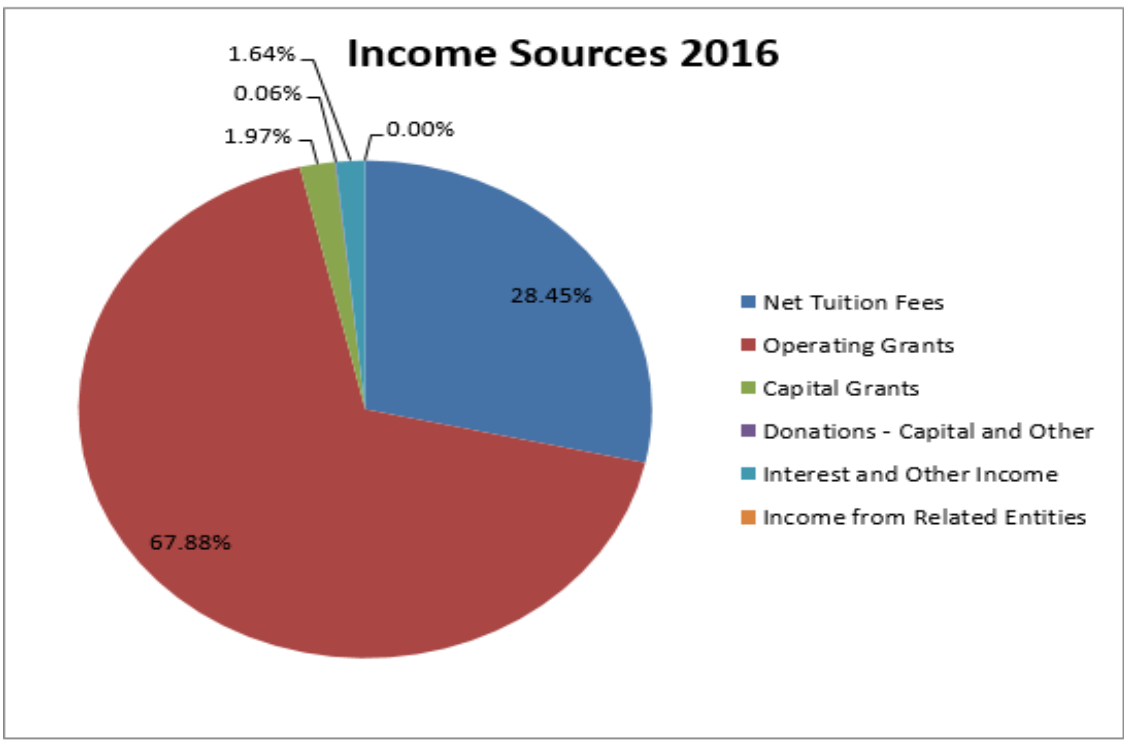


# Income Sources

## Financial Performance

### STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2016

INCOME SOURCES	2016	
Net Tuition Fees	\$1,637,740	28.45%
Operating Grants	\$3,908,250	67.88%
Capital Grants	\$113,310	1.97%
Donations - Capital and Other	\$3,453	0.06%
Interest and Other Income	\$94,444	1.64%
Income from Related Entities	\$0	0.00%
	<b>\$5,757,198</b>	



# Student Attendance

At Lakeside College student attendance is recorded at the beginning of the day and again after lunch, and any absences are followed up by the Administration with parents. Furthermore, given the sequence of our carefully-planned learning programs, it is important for students to be in attendance throughout the school term, unless illness occurs or a serious family matter takes precedence. If there appears to be a need for a student to be absent for reasons other than these, parents are expected to seek permission for absence from the Principal. In these situations, students would generally obtain work from their teachers so as to keep up with their learning requirements.

The total school average student attendance rate in 2016 was 89.74%

## Year 2016 average percentage student attendance by individual year

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<b>Year 1:</b>	93%
<b>Year 2:</b>	94%
<b>Year 3:</b>	90%
<b>Year 4:</b>	93%
<b>Year 5:</b>	92%
<b>Year 6:</b>	89%

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<b>Year 7:</b>	90%
<b>Year 8:</b>	87%
<b>Year 9:</b>	88%
<b>Year 10:</b>	90%

# Staff Standards and Qualifications

The Victorian Institute of Teaching (VIT) monitors the registration of teachers throughout Victoria, ensuring all teachers meet the standards of professional teaching practice within three domains of knowledge, practice and engagement.

All teacher registrations are current with VIT. In addition, all staff at Lakeside College undergo scheduled professional development in Valuing Safe Communities training, First Aid, CPR, Asthma and Anaphylaxis Management, Mandatory reporting, Child Safe practices and Occupational Health and Safety.

Besides the formal tertiary qualifications that are necessary for a teacher to gain registration through the VIT, teachers at our school are encouraged to work towards a high level of continual professional learning.

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**All teaching staff hold at least one Bachelor Degree**

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**18 teachers hold Post Graduate Diploma in Education Studies**

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**2 teachers hold Bachelor of Theology**

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**8 teachers hold Masters Degrees**

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**2 teachers hold Honours Degrees**

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No indigenous staff members were employed at the College in 2016.

# Staff Professional Development

Review and development of the educational program at Lakeside is ongoing. Staff members participate in a range of individual and collaborative professional development activities as a means of improving teaching practice and the learning outcomes and opportunities for students. A number of 'whole staff' workshops have been conducted supporting staff development across several domains. Staff have individualized professional learning plans to support their growth as an educational professional.

# Community satisfaction

All school staff regularly work to build positive and supportive relationships with all students in order to maintain a detailed understanding of student concerns and issues. School leadership maintain teaching loads in order to foster good communication between staff and students. Students are also represented by student leaders and a student council which provides feedback to school staff

Lakeside College enjoys the service of many long standing and experienced staff members. Leaving staff participate in exit interviews which provide valuable feedback.

School leadership regularly undertakes consultation with parents, both formally and informally, regarding new and current initiatives. Families leaving our community meet with the principal to provide exit feedback.

# Senior Secondary Outcomes

100% of our students successfully completed their VCE and two students achieved ATAR results in the 90s, the College offered 16 Units of VCE, 3 Units of VET (external with Chisholm) , two students undertook language studies through the VSL and 100% of our students qualified for tertiary admission.

At Lakeside, we build individuals who are confident, aware, career and life ready. Students at Lakeside receive one to one mentoring and career advice to select VCE subjects that will prepare them for a range of post-secondary study and vocational pathways. The table below shows the range of post-secondary destinations for our 2016 cohort:

## Post School Destinations

Institution	Course
<b>Monash University</b>	<ul style="list-style-type: none"><li>● Science/Arts honours</li><li>● Science/Arts</li></ul>
<b>Victoria University</b>	<ul style="list-style-type: none"><li>● Criminal Justice and Psychological Studies</li></ul>
<b>Deakin University</b>	<ul style="list-style-type: none"><li>● Arts</li><li>● Computing</li></ul>
<b>Australian Catholic University</b>	<ul style="list-style-type: none"><li>● Psychological Science</li><li>● Commerce/Laws</li></ul>
<b>RMIT</b>	<ul style="list-style-type: none"><li>● Economics and Finance</li><li>● Engineering Technology (Associate Degree)</li></ul>
<b>Federation University Australia</b>	<ul style="list-style-type: none"><li>● Nursing</li><li>● Exercise and Sport Science</li><li>● Veterinary and Wildlife Science</li></ul>
<b>Swinburne University of Technology</b>	<ul style="list-style-type: none"><li>● Digital and Interactive Games</li><li>● Nursing</li></ul>
<b>Holmesglen</b>	<ul style="list-style-type: none"><li>● Building Design</li></ul>
<b>Full time Employment</b>	<ul style="list-style-type: none"><li>● 3 students entered fulltime employment, all in Food and Hospitality Industry</li></ul>



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